



ONTARIO DEPARTMENT OF EDUCATION

CURRICULUM P1, J1

INTERIM REVISION
ART

1966



INTERIM REVISION / ART GRADES 1 TO 6

Art is the expression of a personal reaction to experience expressed in organized form, or design. This definition applies in the elementary school as it does in all other areas of life.

PURPOSES OF ART EDUCATION

Art is offered in Grades 1 to 6 so that the child may learn to present his personal reactions to his own experiences in life. In doing so he becomes acquainted with the media of art and learns to handle them with a degree of skill. At the same time, he develops his perceptive abilities in relation to that part of the environment which forms the subject matter of his expression.*

TEACHING

Teaching that interferes with the personal nature of the subject matter selected or the design employed is to be condemned. *The subject matter must be the child's own and so must the design.*

These concepts rule out certain forms of so-called art work which were current in the past. Examples of such work are to be found in the use of circles, squares, triangles and the like to form snow-men, bird-houses, and so on, designed in advance by the teacher. Photographic drawing of objects is no longer considered an art activity in these grades. *No individuals in a group of children should be asked to make a similar production, whether in paint or in three-dimensional materials.*

Among the requirements of good art teaching are the following:

- 1 The orderly and convenient arrangement of tools and materials for distribution and return.
- 2 The convenient arrangement of work areas.
- 3 The encouragement to use unfamiliar media suitable for the stage of development of each child.
- 4 Motivation of children to select suitable subject matter.

- 5 Timely demonstration to help children progress in the personal mastery of techniques.
- 6 Praise and encouragement at appropriate times.
- 7 The arrangement of suitable displays in which all the children participate fully.
- 8 Encouragement of suitable discussion of the finished work.

RESULTS OF TEACHING

Good teaching will result in the production of children's art which reflects the stage of development in artistic thinking which each child has reached.

Nearly all children normally progress through the following stages, although all individual cases display some deviations from the standard pattern of behaviour:

- 1 random manipulation of the media;
- 2 controlled manipulation of the media;
- 3 the development of symbols;
- 4 the development and elaboration of symbols within an environment;
- 5 the development of group thinking as expressed in selected subject matter and group techniques;
- 6 the development of the desire to draw and paint in a realistic manner.**

It should be especially noted that the children's orderly progress through the normal stages is grossly disrupted should a teacher supply patterns or dictate designs to be used.

* See *Art Education in the Kindergarten*, Curriculum Division, Ontario Department of Education. This book applies to Grades 1 and 2 as it does to Kindergarten. See also *Art and Crafts in the Schools of Ontario*, another publication of the Curriculum Division.

** LOWENFELD, Viktor and BRITTAINE, W. Lambert, *Creative and Mental Growth*, New York; Macmillan, 1964 (Toronto: Collier-Macmillan), pp. 93 ff.

INDIVIDUAL MANUAL ACTIVITIES

The following are among the major art activities employing media:

- 1 drawing with soft pencils, conte crayons, wax crayons, and perhaps other suitable média such as "oil-stick" type crayons; picture making;*
- 2 painting with large and fine brushes and tempera paint, mixing media such as wax crayon and thin paint, finger painting for pattern results;
- 3 modelling with clay;
- 4 working with paper; tearing or cutting and glueing to a support; picture making; three-dimensional work;
- 5 making posters and displays;
- 6 constructing with wood and other materials; wood carving;
- 7 making and using puppets.

Of all the above activities, picture making is considered the most important and should receive the major proportion of time.**

GROUP WORK

Group work must be included in the art program. This involves first the "quasi-group activity", in which the youngest children initiate work individually upon the project and later pool their efforts, for example "making a village" from cut paper. The second type of group work for the older children involves pre-planning before work begins and careful group consultation as the work progresses. All the media and techniques listed under "Individual Manual Activities" may apply to both types of group work.

ART FOR SLOW LEARNERS

Slow learners in special classes as well as in regular classes are capable of creative work in art. They should frequently be challenged by such work, rather than "spoon-fed" by pattern work and copying exercises.***

ART APPRECIATION

The art work most appreciated by most young children is that which they themselves produce. Time should be spent in which children talk about their own artistic productions.

The teacher should also have interesting professional work in both two and three dimensions for them to see and to discuss. The subject matter and composition of such work should, of course, be within the scope of the children's comprehension. Some historical items concerning artists and their productions might be introduced whenever the teacher considers that such information might be profitable. From time to time, a discussion of design in two and three dimensional objects should occur.

The teacher should use standard artistic terms to help the children to develop a vocabulary of art. "Baby art talk" is not necessary. Such words as, "balance", "rhythm", the names of the elements of design, and the like, are quickly understood by children.

DISPLAY

Attractive displays of the children's work must be continually on view. The displays should be changed frequently. Every child should, from time to time, be represented in the displays. As soon as possible, the children should be taught to arrange their own displays.

Much will be learned from viewing and discussing the displays, since each piece of work will be unique. The days of rows of identical pieces dictated by teachers, and from which nothing could be gained, have long passed.

EVALUATION

Marks or grades must not be given to the children's output. Evaluation should be made privately and based upon the teacher's knowledge of the child and the progress she expects him to make as an individual. Competition between individuals producing art is greatly to be discouraged. Art must be produced for its own sake and displayed for what it can convey from one human being to another. Children do not produce art for marks or prizes but rather to convey thoughts and feelings to others.

FURNITURE AND ARRANGEMENTS

Children in Grades 1 to 6 use two- and three-dimensional materials in art. Areas are required for the storage of such materials and for the convenience of the children when they are working with them. The following are examples of such required areas: painting area on the floor for the younger children; tables for working with clay, cardboard, wood, etc.; platform for puppets; separate storage places for puppet supplies; drawing and painting supplies; paper cutting tools and supplies; paper supplies in use.

Large drying areas, as well as display areas for both two- and three-dimensional art forms are also necessary. One or two sinks are an absolute necessity. They should have hot and cold taps.

* See *Children and Their Pictures*, Curriculum Division, Ontario Department of Education.

** For a general description of the art program, see *Art and Crafts in the Schools of Ontario*, Curriculum Division, Ontario Department of Education.

*** *Art Education For Slow Learners*, Curriculum Division, Ontario Department of Education.

TOOLS AND SUPPLIES

The following are some of the most important tools and supplies required for art in the Kindergarten to Grade 6.

1 brushes	painting, flat, hog bristle, one inch to one-quarter inch wide; painting, pointed, hog bristle and sable, large (size 6 or 7), and some finer sable brushes for work in detail; paste
2 crayons	wax, 10 or 12 colours, black, white
3 paint	poster, liquid in pints or powder in pounds (white, black, yellow, blue, brown, green, red, as basic; other colours, including magenta, as luxuries, probably twice the quantity of black, white and yellow as of other colours); water colours in boxes of 8 colours
4 paper	roll of kraft or project roll up to 36" wide; manilla, 12" x 18" for drawing and 18" x 24" for painting, cream or grey; coloured construction, 9" x 12" for cutting and 12" x 18" for a support for gluing and painting, all standard colours; newsprint, natural 18" x 24"
5 paint tins	muffin tins with at least 6 depressions
6 paste	school, in quarts, individual 2 oz. jars or squeeze bottles
7 pencils	large, about softness of 6B
8 work boards	plywood 18" x 24"
9 scissors	standard safety, suitable for Grades 1 to 6
10 scraps	scraps of all kinds are most useful; cloth, paper, cardboard boxes, tongue depressors
11 tools	carpentry, suitable for safety at the various grade levels

The teacher should have materials and supplies arranged in kits whenever possible. The children should be taught a cafeteria system of obtaining supplies.

PUBLICATIONS ON ART EDUCATION AVAILABLE FROM THE CURRICULUM DIVISION

Art and Crafts in the Schools of Ontario

A further statement of the aims and objects of art education in our schools will be found in this publication. The book includes a description of the picturemaking program and suggestions for carrying it out, the teaching of design, and other art activities referred to in the preceding outline. It also includes suggested methods for appraising both the teachers work and that of the pupil. The book includes references for further reading by the teacher.

Pp. ix – 62, illustrated colour, halftone.

Children and Their Pictures

This pamphlet describes the picturemaking program in the elementary school and discusses the subject matter of picturemaking, teaching methods, and the achievement of pupils at various levels of development.

Pp. vii – 16, illustrated.

Art Education in the Kindergarten

This book was prepared for the use of kindergarten teachers, but it may also be valuable for teachers of children in the primary grades. The topics discussed include types of expression to be found in the work of little children, the physical setting and the materials for art education in the lower grades, the subject matter that young learners use, and the teaching methods that are most effective with young children.

Pp. viii – 40, illustrated.

Art Education for Slow Learners

This book was prepared primarily for teachers of auxiliary classes. It may be of value to any teacher who has pupils of retarded mental development. Topics discussed include the artistic expression of children of various levels of intelligence, the subject matter in art selected by children of retarded mental development, effective teaching methods for these children, and art materials and techniques suitable for slow learners.

Pp. x – 46, illustrated.





